

## Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

<b>Section 1 - General Course Information</b>	
<b>Course Title</b>	Intermediate Systemic Practice with Families and Couples
<b>Qualification</b>	Postgraduate Certificate
<b>Intermediate Qualification(s)</b>	None
<b>Awarding Institution</b>	University of Bedfordshire
<b>Location of Delivery</b>	Off Campus (Institute of Family Therapy) (PI)
<b>Mode(s) of Study and Duration</b>	Part time, over one year
<b>Core Teaching Pattern</b>	Variation
<b>FHEQ Level</b>	7
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement</b>	Association of Family Therapy
<b>PSRB Renewal Date</b>	August 2018
<b>University of Bedfordshire Employability accreditation</b>	
<b>Route Code (SITS)</b>	PCIFCPIP
<b>Subject Community</b>	
<b>UCAS Course Code</b>	
<b>Relevant External Benchmarking</b>	<p>QAA Quality Code section A1 (The Framework for Higher Education Qualifications)  <a href="http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a">http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a</a></p> <p>QAA Quality Code section A2: Counselling and Psychotherapy Subject Benchmark:  <a href="http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-counselling-">http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-counselling-</a></p>

[psychotherapy.pdf](#)

Systemic Competences Framework: Commissioned by NHS:  
[https://www.ucl.ac.uk/pals/research/cehp/research-groups/core/competence-frameworks/Systemic\\_Therapy](https://www.ucl.ac.uk/pals/research/cehp/research-groups/core/competence-frameworks/Systemic_Therapy)

The Postgraduate Certificate is subject to professional benchmarks as set out by the Association for Family Therapy and Systemic Practice, Blue Book.

<http://www.aft.org.uk/SpringboardWebApp/userfiles/aft/file/Training/AFTBlueBook%20Final%20PDF.pdf>

## Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

### Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
ASS049-6	7	30	Intermediate Systemic Skills with Families and Couples	Core
ASS048-6	7	30	Intermediate Systemic Theory with Families and Couples	Core

### Why study this course

This course equips participants with a systemic approach to working with individuals, couples and families at intermediate level. About one third of our students finish at this level and add the skills to their professional practice, as a systemic practitioner. About two thirds of our students continue to the MSc in Systemic Psychotherapy.

The inclusion of a wide range of systemic approaches has been considered an important characteristic of our courses across the two courses and the four years of the training. It is part of the philosophy of the course to encourage a critical approach to theory and practice in the light of inequalities and differences of race, class and gender, and to encourage an anti-oppressive approach to working with clients. Developing self-reflexivity, the awareness and utilisation of the person of the practitioner in action, is also a core aspect of the course.

The course is designed for professionals who wish to increase their capacity to work directly with individuals, couples and families. This includes nurses, social workers, teachers, counsellors, other health professionals and those in front line services who wish to utilise a systemic approach with clients.

The course stresses the importance of understanding professional contexts and the way in which they relate to work with client families and couples. Particular emphasis is placed on thinking about ways of working which meet the needs of the most disadvantaged client groups and which take account of the legislative frameworks within which most practitioners will have to work. Attention to issues of difference and the promotion and development of anti-oppressive practice are central to the course philosophy and permeate all aspects of the teaching.

This course is designed to help professionals to develop and deepen systemic knowledge and skills in order to increase the effectiveness of direct work with families, couples and individuals. The course is both an intermediate year of training for systemic psychotherapy and end stage training as a systemic practitioner. It is built on the theoretical and practice frameworks established in the foundation year of training. It seeks to deepen students' familiarity with and confidence in employing a number of approaches encompassed by systems theory.

Successful completion of the course entitles the graduate to the use of the title 'Systemic Practitioner' which is recognised by the Association for Family Therapy and is very attractive to employers in social care.

### **Course Summary – Educational Aims**

This course builds on and develops the knowledge and skills developed from completing the AFT accredited Foundation level course in systemic practice.

The course aims:

1. To deepen your *knowledge* and familiarity with the five major models of systemic practice, including the philosophical underpinnings, main theorists, main theoretical principles, model of change and role of the practitioner
2. To develop your ability to apply systemic practice *skills* to a range of client groups and across a range of practice contexts involving families across the life cycle and their networks.
3. To heighten your ability to work within *ethical and legal* frameworks that are relevant to multiple practice contexts and particular requirements of organisations in terms of accountability and responsibility in complex and/or unfamiliar circumstances.
4. To develop your ability to utilise self-reflexive practices and to demonstrate an awareness of the impact of self on system with particular reference to vulnerable client groups and their networks.
5. To enhance your ability to utilise relevant evidence based research to make assessments, formulate interventions and review effectiveness of direct work with families across the life span and their networks.

### **Entry requirements**

Applicants must have a degree level qualification or equivalent.

Please see:

<http://www.beds.ac.uk/howtoapply/ukugentryreqs>

Additional:

Applicants must have successfully completed the foundation year in systemic practice at the University of Bedfordshire or its equivalent at another university. An RPEL route is available for students with substantial prior experiential learning.

Applicants would usually have a relevant previous professional qualification such as psychology, social work, medicine, nursing or education. This is an AFT requirement for applicants progressing to years three and four, the systemic psychotherapy qualifying years. As this is a practice based course applicants must currently be working with families or couples in a professional context.

### **PSRB details**

The course is accredited by the Association for Family Therapy and Systemic Practice (AFT) at Intermediate level. It forms the second of a four year programme to become a systemic psychotherapist. It is also a target award in that students who complete the course may finish at this level as a systemic practitioner.

### **Graduate Impact Statements**

The course has been designed to develop graduates who are able to:

- Apply an advanced level of systemic thinking and practice to their current work with families, couples, individuals and their networks.
- Exercise a high degree of self-reflexivity in relation to their practice with vulnerable client groups.
- Take a critical view of their ethical positions in relation to their power as a professional with families

and family members.

- Undertake complex assessments of family functioning within an agency framework.
- Liaise effectively with other professionals and communicate systemic ideas clearly and coherently.
- Demonstrate advanced skills in the engagement and collaboration with families across the spectrum of society..

### **Higher Education Achievement Report - Additional Information**

#### **Learning and Teaching**

The course employs a wide range of teaching strategies. There are seven plenary days, comprising a morning and afternoon session, and eighteen small group sessions of three hours during the course of the year. The course tutors employ a range of teaching and learning strategies such as direct teaching, discussion, role play, reflecting team exercises, case consultations, demonstrations and creative action methods.

Plenary sessions are primarily theoretical, though a significant part of the teaching involves the application of theory to practice. Presenters are drawn from well-known systemic practitioners in the field as well as the core teaching staff. A valued part of these presentations is the direct exposure to the practice of senior members of our field through case presentations, transcripts and DVD recordings. A member of the core staff is present at each plenary session to ensure continuity.

Small groups usually have up to 12 members. There is a consistent tutor throughout the year. These sessions aim to cover the course reading, the continued practice of reflexivity and the examination of the use of self and intensive skills development through role play and experiential exercises. The small group is the venue for you to present current work with client families and receive skills practice and feedback. Skills practice often takes the form of role play which can sometimes be recorded using the one way mirror and recording equipment in the therapy suites and later played back for review and discussion. The small groups are linked directly to the plenaries as they focus on the application of the theory taught in the plenary sessions to practice.

Tutors use many creative action methods in addition to more reflective approaches in order to respond to the variety of learning styles that students bring to the adult learning context. You are encouraged to develop creative and flexible applications of systemic ideas to practice with a wide range of families, couples and individuals.

In addition to direct spoken forms of communication the families and couples course utilises experiential learning and action methods which have direct application to work with families, couples and individuals across a wide range of contexts. These include nonverbal forms of communication, such as family sculpting, drama, and the use of metaphorical objects to encourage communication and understanding between family members. It builds on the foundation level and you will be encouraged to expand your repertoire of skills.

In all there are 90 hours of direct teaching. You are expected to undertake a further 180 hours of individual study outside of course time.

The course is managed and coordinated by a named Chair for the Intermediate year who collaborates with the students to review the course content and who works with the Chair of the Foundation year to ensure coherence across the foundation and intermediate years of the training.

Thus the course provides a wide range of learning opportunities that are intended to respond to different learning styles. The reading seminars and interactive plenary lectures fit well with the collaborative learning approach of the course. This enables the safety required for active experimentation to be developed in the small group through exercises and activity related to the reading. Role play, case consultations and presentations provide the material for reflection through discussion and feedback. The mix of tutor input and student peer support creates a rich collaborative learning context.

You are also enabled to use different ways of accessing information, through hard copy literature, e-learning sites, and web based environments all of which offer multiple ways of learning. This includes accessing the

e-learning resources and discussion forums available through BREO.

We are committed to developing e-learning resources including blogs and e-discussion groups as the course develops.

### **Developing your employability**

Students are encouraged to apply all of the learning to their work context which will enhance their career management skills. The course develops a range of practice skills which the student transfers directly into the work place; these include direct work and consultation skills.

Throughout the course you will be given ample opportunities to enhance your communication abilities. In the small groups you will regularly prepare and present ideas from recommended texts. This requires a short verbal account of main themes in the papers. You will be required to demonstrate your understanding through the development and setting of an exercise, using direct teaching, the setting forth of a discussion or other creative activity that shows your ability to make sense of systemic texts. You will also be expected to present case examples from your professional practice and show the application of systemic ideas to 'live' practice situations. These presentations provide you with an opportunity to show that you can discuss systemic ideas in ways that engage and stimulate others. The ability to communicate systemic ideas is central to the course and will give you confidence in talking about these ideas in your usual work setting. All students must do this and part of the final assessment is a small group presentation that formalises this learning.

You will also be given space in each of the plenary sessions to pose questions, make comment and critique ideas put forward in the sessions as well as offer formal feedback.

You are expected to understand ideas well enough to take them back into your workplace and describe and apply them in ways that are relevant to your usual client context. This is enhanced on the course through case consultations which focus on the organisational context and the affordances and constraints of that context. You will be expected to participate in experiential learning and role play exercises that require you to use your communication skills to take the positions of clients or therapists.

You will have formal written opportunities to communicate your developing systemic skills through the assignments, the log of your professional practice and the reflective learning journal.

You will encounter feedback from tutors and your peers that is respectful and appreciative. You will be expected to incorporate this style of feedback into your participation on the course and with other students.

Students are encouraged to apply all of the learning to their work context which will enhance their career management skills. The course develops a range of practice skills which the student transfers directly into the work place; these include direct work and consultation skills.

On successful completion of the course you can use the title 'Systemic Practitioner'. This is a title recognised by the Association of Family Therapy and Systemic Practice and is highly regarded by employers in social care, education and the voluntary sector.

### **Department (s)**

Applied Social Studies

### **Assessment**

The course employs a range of assessment strategies, all of which include a theory and a practice element. For practical reasons the assignments are split between the theory and skill units. Although the assignments are allocated to separate units, they each contain a theory and an application of theory element. In addition you are expected to develop self-reflexivity and this is also included in each assessment. Each assignment gives you the opportunity to show your ability to express systemic theory and describe your systemic practice in writing to a post graduate academic standard. You are expected to demonstrate an understanding of the current theoretical and methodological systemic approaches in relation to your client group and show how you apply these in direct work with clients. You will also show self-reflexive abilities and give attention to anti-oppressive practices. These academically rigorous written assessments give you the

opportunity to use your direct family work practice to show theory in action and to give examples of creative responses in unexpected and/or specialised situations. You will demonstrate initiative in decision making in action and the application of a wide range of advanced techniques and information sources.

The course is composed of graded and pass/fail elements of assessment. The pass/fail assessments do not contribute towards your overall mark, but must be completed to a pass standard. There are two pass/fail elements: your log of 60 hours of systemic practice, and your reflective journal which charts your journey through the course.

The different assignments provide a range of opportunities to demonstrate your learning on the course.

Your written assignments of systemic work with clients show the development of practice skills and knowledge in your work place. The strength of this strategy is that it applies equally well to organisational dilemmas as to case consultations and gives you the opportunity to extend systemic thinking beyond the frame of direct work. You will thus be able to demonstrate the ability to integrate contradictory information, identify gaps and create a coherent systemic formulation which will guide your practice.

You are expected to complete a practice log of 60 hours of systemic practice undertaken during the academic year of the course. This involves the application of your systemic learning to your direct work with client families in a professional capacity. The work would normally be undertaken in your workplace or, should sufficient face to face experience not be available in the workplace, in a placement which you will have negotiated. The log demonstrates the direct application of learning to the student's professional context and can include consultation, supervision and meeting skills as well as taking the lead role in direct work with families.

You will also keep a reflective journal of your development through the course.

We want you to attend 100% of the course. However you must attend a minimum of 80% of the taught part of the course in order to pass.

### **After Graduation**

On completing the course students are likely to have access to posts that require therapeutic skills. One example is in the Health and Social Care fields following the Munro Report on Child Protection which promotes systemic ideas as essential skills for front line workers. This course provides Intermediate training in systemic ideas that are applicable to social care, health, education and other contexts. On successful completion of this course students may describe themselves as systemic practitioners, and AFT recognised title and an end target in itself, and also an intermediate stage in the full systemic psychotherapist training.

Some students enter the course to enhance their current practice without changing their work context. One example are counsellors who have originally trained to work with individuals and who use this foundation training to move towards working with families in the voluntary sector or as a stepping stone to further training. For those in the statutory sector, many use the course to expand their practice and to develop routes to promotion into social care, management or supervision.

Some students intend to complete the four-year training in systemic psychotherapy with the clear goal to change career and become a Family Therapist employed in the NHS or in independent practice. The course is a progression route to the Master's degree in Systemic Psychotherapy as long as the students meet the academic requirements of the University and the professional requirements set down by the Association for Family Therapy and Systemic Practice. These appear on the AFT website and are common throughout all systemic training courses.

On successful completion of the systemic psychotherapy training, students often progress to the supervision and professional doctorate programmes.

### **Student Support during the course**

We follow principles of collaborative adult learning and aim to provide students with a good level of support throughout the year. You have the benefit of being taught in a range of ways that encourage learning, one of which is in a small group setting with a consistent tutor. In this setting, relationships between you, your peers

and tutor are based on trust and openness. A significant portion of the small group learning is experiential and focuses on skills development. The tutor has the responsibility to guide students through the assessments by offering ongoing feedback about performance through the course. This is achieved through presentations and written documents. You have access to one to one tutorial time which you can use for academic and/or personal development.

The use of small group teaching also provides opportunities for students to support one another through their learning. You are encouraged to form small groups for presenting reading and case material to the rest of the group.

Students are represented by an elected student representative at the course committee meetings which take place three times per year. These meetings are minuted and the minutes posted on BREO. At these meetings any aspect of the course can be discussed. Changes are often introduced as a result of discussion at the course committee.

For students who find the rigour of study challenging, the University can provide on line sessions on study skills. Tutors support students in their study through the course in individual tutorials and e-mail and verbal feedback at different stages of the training. Any additional support can be identified through the assignments as tutors offer full and detailed feedback.

We are aware that as adult learners you have full and active lives. We also require you to develop self-reflexivity about your experience in your own family, your beliefs and values. Studying at this level can sometimes raise issues which require therapeutic help. IFT offers pathways for students to access therapy if required. Students will be supported to access therapeutic support through their G.P. and UKCP (United Kingdom for Council for Psychotherapy) and BACP (British Association for Counselling and Psychotherapy).

Students will be able to access University of Bedfordshire's learning resources, supplemented by texts available in IFT's library and by the posting of relevant reading and handouts on BREO subject to copyright regulations.

#### **Accessibility and Key Features**

Students will be able to access advice and support relating to disability and dyslexia from the University's Disability Advice Team: [www.beds.ac.uk/studentlife/support/disabilities](http://www.beds.ac.uk/studentlife/support/disabilities).



## Section 3 - Academic Information

This section will be used as part of the approval and review process and **peer academics** are the target audience.

### Course Learning Outcomes

1. Evidence the ability to undertake a systemic assessment of a family, which may be at any point in the life cycle, through the development and application of a working systemic hypothesis in complex, unpredictable or specialised situations.
2. Reflect on and critically evaluate your ability to map a family system using an advanced level genogram, engaging family members in the process where appropriate, and having regard for family development across the lifespan.
3. Use circular interviewing to design and apply systemic techniques to promote change and enable families to solve problems creatively.
4. Apply and critically evaluate principles of anti-oppressive practice in work with families and couples with complex needs across the lifespan.
5. Demonstrate systemic reflexivity to further your self-understanding and professional growth in the application of practice to complex and unusual circumstances.
6. Demonstrate a deep, systematic and critical understanding and application of the AFT and IFT ethical standards to all of your practice, applying relevant legislative and governmental guidelines within your systemic practice.
7. Articulate and critically evaluate the theoretical underpinnings of the range of systemic models across the development of the systemic approach, with reference to families and couples with complex needs across the lifespan.
8. Demonstrate reflective and contextual ability in articulating the main systemic theoretical approaches to the use of self in systemic practice.
9. Apply systemic theory to the assessment process with families and couples with complex needs across the lifespan.
10. Evidence a critical awareness of and response to the available evidence base when considering the efficacy of systemic interventions with families and couples with complex needs across the lifespan.

### Course-specific regulations

All elements of assessment must be passed

In unit referrals may be offered on this course

### Teaching, Learning and Assessment

The spirit of the course is developmental learning. Through the use of the Reflective Journal participants trace their growth and development on personal and professional levels. They will continue the use of the skills audit undertaken in year one to monitor and evaluate their development through the course. This offers students the opportunity to reflect on learning as they move through the course and identify gaps in practice and knowledge that they wish to expand, change or develop. In addition to the journal session by session, tutors and students are able to monitor, evaluate and reflect on the session by session programme and ensure its relevance for the different work contexts. At the end of the course students complete a final audit of skills and theory as a way of measuring development and identifying new learning aims for the future. The Reflective Journal is also used as a basis for the final presentation to the small group. Throughout this assessment strategy, students are expected to show evidence of reading beyond the course requirements to follow their areas of special interest and to access and review current research in relevant subject areas. Overall the journal forms a narrative of your learning journey and gives students and tutors the chance to note the shifts in thinking, action and reflexivity.

The course contains the full range of learning experiences from didactic lectures to experiential exercises. During the year students have ample opportunity to present case material and reading to the small group. This enables them to develop their systemic voice as well as contribute feedback and commentary to other student presentations. This encourages them to consider the flexible and creative application of new learning. It also promotes the continued development of appreciative and respectful ways of talking that bring forth the best in others. This strategy is rooted in the small group experience in which a small number of students and one consistent tutor discuss and debate papers in a collaborative way. The small groups are composed of students from diverse backgrounds and this rich debate is also an opportunity to consider ethical positions in relation to one another.

In the small group students show evidence of their ability to use advanced skills in direct work with families, couples and individuals. They receive feedback from the tutor and peers. The small group context offers the opportunity to present cases or dilemmas from participants' usual work or placement contexts. They show the application of systemic ideas in action as well as considering the possible influences of the wider professional system. It is also essential practice for their assessed presentation to the small group at the end of the year.

Throughout the course students are encouraged to identify links between theory and practice and ideas about their personal development as a systemic practitioner. They will evidence adherence to ethical frameworks and respectful practice in both written and oral work. The ability to identify, consider and evaluate current research and ideas that contribute to better outcomes for clients is also part of the assessment strategy. Students are expected to demonstrate a deepening understanding of current methodological approaches within the systemic field and the interface of these with other knowledge bases, such as the medical model. They will also be able to design interventions which take into account the developmental abilities and needs of the client group with whom they are working.

#### **Additional Academic Information**

### ***Peer-assisted learning (PAL)***

Peer interaction, support and feedback is an essential part of the learning experience on this course. In your small group you will have the opportunity to work collaboratively with your colleagues and prepare joint presentations, partake in role plays of therapeutic interviews and share your hypotheses regarding systemic theory and practice. You are also encouraged to meet with one or more course participants outside of the course meeting time to discuss the reading and other course material.

### ***Initial Assessment – theory unit***

A summative assessment in the first six weeks of the course is intended to

Build student confidence at undertaking academic work

Assist students and tutors to identify any additional support which may be necessary

Contribute to consideration of students at meetings to review students at risk.

This first assessment contributes 30% to the mark for your theory unit. It is rated at this level as recognition that many students are returning to academic learning after a period of absence and may need feedback to re-establish academic learning habits.

### ***Improving students' learning***

The Institute of Family Therapy, where all of your course meetings will take place, aims to establish a strong community of learners. Induction is used as the first point of reference where students are informed about the academic and personal support available to them. Expectations of you as part of the community and of us are established at this point and throughout the course.

At the beginning of the course you will be allocated a personal tutor who will support you for the academic year of your studies.

The course has specific dates set aside for meetings between students and staff to ensure that the learning needs of the students are being met. There are three meetings over the course of the one year part-time programme which forms part of the quality assurance process for the course. After each plenary presentation students complete a feedback form which asks them to comment on how the plenary addressed their learning and development, alongside any suggested improvements. The small group experience is similarly evaluated at the end of each term.

As the teaching strategies include a range of methods, students have the chance to respond to their preferred strategy and to use different strategies to help transform learning into new skills or reflections and action.

### ***Academic Integrity***

The highest academic integrity is expected from all of our students and tutors. The very first readings on the course cover the ethics and codes of practice of the Institute and the Association for Family Therapy and Systemic Practice. Students are given guidance on appropriate referencing and avoiding plagiarism prior to the first assignment and throughout the course.

Each assessment contains a feedback section on the academic presentation of the work and the handbook also contains specific written guidance on the expectations of students in this regard.

You are encouraged to ask for clarification and guidance on any aspect of your academic performance. The university library provides specific guidance on request and your tutor will also signpost you to the forms of help available.

University regulations cover the procedures which will be implemented in the rare and unlikely event that students transgress the rules about academic integrity.

***HEAR implementation******Internationalisation***

Systemic practice has developed all over the world and there has been a long tradition of international curiosity and cross-fertilisation of ideas. The Institute of Family Therapy has been at the forefront of international developments and has direct links with Institutes in Hong Kong, Australia, Norway and the USA.

The Institute's programme of Continuing Professional Development brings in nationally and internationally known presenters who are at the cutting edge of developments in systemic practice. These workshops are also available to our students at a reduced rate.

***Sustainability***

The Institute and the University are informed by an awareness of the implications of our impact on the environment for others and our responsibility to be proactive to mitigate harm. You will be provided with a printed copy of the handbook at the beginning of the course. All other course material will be provided electronically. Students are encouraged to make use of the on-line resources available and to develop a conscious approach to the use of resources which may add to global warming and/or pollution.

## Section 4 - Administrative Information

This section will be used as part of the approval and review process and peer academics are the target audience.

<b>Faculty</b>	Health & Social Sciences
<b>Portfolio</b>	Postgraduate Social Professional Studies
<b>Department/School/Division</b>	Applied Social Studies
<b>Course Coordinator</b>	Chip Chimera
<b>Version Number</b>	2/16
<b>Approved by (cf Quality Handbook ch.2)</b>	University Transition
<b>Date of approval (dd/mm/yyyy)</b>	05/05/2016
<b>Implementation start-date of this version (plus any identified end-date)</b>	2016/2017

Form completed by:

Name: ...Dr Chip Chimera..... Date: .....14<sup>th</sup> July, 2016.....

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair: ..... Date: .....

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:



## Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

### General course information

<b>Course Title</b>	Intermediate Systemic Practice with Families and Couples
<b>Qualification</b>	Postgraduate Certificate
<b>Route Code (SITS)</b>	PCIFCPIP
<b>Faculty</b>	Health & Social Sciences
<b>Department/School/Division</b>	Applied Social Studies
<b>Version Number</b>	1/16



**Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points  
Please see attached original unit mapping documents.**

*One set of mapping tables to be produced for the course and each named intermediate qualification*

<b>Course (or intermediate) qualification and title</b>	Post Graduate Certificate in Intermediate Systemic Practice with Families and Couples.
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FHEQ Descriptor for a higher education qualification	<i>(UK Quality Code for Higher Education Part A: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies October 2014. Level 7</i>	Course Learning Outcome(s)									
		1	2	3	4	5	6	7	8	9	10
a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice		✓		✓	✓	✓	✓	✓	✓	✓	✓
a comprehensive understanding of techniques applicable to their own research or advanced scholarship		✓	✓	✓	✓	✓		✓		✓	✓
originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline		✓	✓	✓	✓	✓		✓	✓	✓	✓
conceptual understanding that enables the student:		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
- to evaluate critically current research and advanced scholarship in the discipline		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
- to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Subject Benchmark Statement(s)	<i>Counselling and Psychotherapy 2013 Benchmark standard for master's degree</i>	Evidence and/or Course Learning Outcome(s)
Knowledge base extends to a systematic understanding and critical awareness of topics which are informed by the forefront of the discipline of counselling/psychotherapy		<i>How the course takes account of relevant subject benchmark statements</i> All aspects of the course: didactic lectures, small group seminars, reading presentations, case discussions, reflective journal, log of systemic practice and all assessed work .
Show a critical awareness of the history of ideas, the cultural context, and social and political theories that inform and influence the practice of counselling and psychotherapy.		There are four specific lectures on the history of ideas: introduction to the history of family therapy, philosophical overview – including cybernetics and communication theory, social constructionism and dialogical philosophy. The history

	of ideas is required in the two written theory essays. There is an emphasis on systemic assessment.
An appropriate methodology can be identified for dealing with complex problems or those of an unfamiliar or unpredictable nature	
Critical discussion and analysis of complex concepts and work is carried out independently and with some originality.	Case discussion and systemic analysis is an integral part of most seminar sessions. A complex case study is at the heart of one of the written assignments.
Ability to successfully complete a substantial empirical research project, systematic review or systematic case study informed by wide current understandings in the discipline.	There is no expectation at this level that students undertake their own research. However the case study is meant to be at an advanced level of understanding of systemic theory, practice and reflexivity.

The format of the following mapping tables may be adjusted.

<b>Qualification Characteristic</b>	<i>(UK Quality Code for Higher Education Part A: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies October 2014. Level 7</i>	<b>Evidence</b>
Typically, holders of the qualification will be able to:		<i>How the course takes account of relevant qualification characteristics documents</i>
<ul style="list-style-type: none"> <li>deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences</li> </ul>		All aspects of the course, including assessed and non-assessed contributions.
<ul style="list-style-type: none"> <li>demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level</li> </ul>		All aspects of the course, including assessed and non-assessed contributions.
<ul style="list-style-type: none"> <li>continue to advance their knowledge and understanding, and to develop new skills to a high level.</li> </ul>		All aspects of the course, including assessed and non-assessed contributions. Participants are expected to develop the learning in relation to their special interests.
And holders will have:		
<ul style="list-style-type: none"> <li>the qualities and transferable skills necessary for employment requiring:</li> </ul>		All aspects of the course
<ul style="list-style-type: none"> <li>the exercise of initiative and personal responsibility - decision-making in complex and unpredictable situations</li> </ul>		Demonstrated through assessments, course presentations and contributions to the learning environment.
<ul style="list-style-type: none"> <li>the independent learning ability required for continuing professional development.</li> </ul>		Evidenced through written assignments and presentations.

<b>Professional body or other external reference points</b>	<i>Association for Family Therapy and Systemic Practice: The Blue Book Training Standards and Course Accreditation 4th edition (revised 2015)</i>	<b>Evidence</b>
<b>Knowledge</b>		<i>How the course takes account of Professional body or other external reference points</i> The syllabus of the course is comprehensive in relation to

<p><b>At the end of the course graduates will be able to:</b>  1. Demonstrate an understanding of a range of theories from systemic practice and family therapy including their theory of change and main interventions in current systemic practice</p>	<p>this area. All lectures, seminars, readings are geared to meeting this standard.</p>
<p>2. Critically discuss issues of power and difference in all aspects of systemic practice and describe responses to these issues informed by the AFT Code of Ethics and Practice</p>	<p>In addition to specific lectures on the Social GGRRAACEEEESS (SGs), the use of self, the meaning of power in the therapeutic relationship and in society more widely, students are required to include these reflections in their written work. The AFT and IFT codes of ethics are required reading.</p>
<p>3. Articulate the theoretical basis, research and evidence base for systemic practice in their current professional practice</p>	<p>There are specific lectures and seminar sessions on research and the evidence base for systemic practice. Resources for further study are available to students. The theory base for each approach is taught and comparisons between are made.</p>
<p>4. Effectively use supervision and take a reflective and pro-active approach to personal learning</p>	<p>Case presentations in the small group. Teaching and reading on the use of supervision.</p>
<p>5. Have a basic understanding of at least one manualised evidence based approach and the principles of its application to practice.</p>	<p>There is a specific session on manualised approaches as well as an in depth session on family group work – a manualised approach.</p>
<p><b>Theory into Practice At the end of the course graduates will demonstrate abilities in systemic practice which include:</b> 1. Convening systemic practice meetings with individuals, couples, families and other relationship groups including children</p>	<p>The course requires 60 hours of systemic practice which is broken down into different client configurations.</p>
<p>2. Working collaboratively to identify overall goals and the agreed focus for systemic interventions</p>	<p>Written case study as well as practice seminars using the one-way screen and recording</p>
<p>3. Developing and maintaining the therapeutic alliance with more than one family member</p>	<p>Through written work and case study seminars as well as skills practice role plays.</p>
<p>4. Conducting a systemic assessment of presenting issues including identification of different perspectives, patterns of responses and meanings held in relation to the problem, the history of the presenting problem in relation to family relationships, family events, external contexts and wider social discourses</p>	<p>A requirement of the case study assignment. This is covered throughout the teaching and in specific plenary sessions.</p>
<p>5. Helping clients to identify their own strengths and resources (including problem solving skills) and explore with clients how they may be of use and strengthen them</p>	<p>This is at the heart of the course and is covered in all assignments and course material</p>
<p>6. Developing a broad systemic hypothesis of the presenting problems in relationship to the individual/s or family and their context including their own observer perspective, and reviewing this throughout the work</p>	<p>Students are expected to formulate hypotheses for every family which is presented to the small group. Specific teaching is undertaken on this area throughout the course.</p>
<p>7. Using visual presentations of relationships and contexts including family genograms, eco-maps and timelines in systemic practice</p>	<p>This skill, introduced early in the foundation year, is developed in the intermediate year. Students are expected to be able to undertake their own contextual genogram as well as being able to lead families to undertake them.</p>
<p>8. Gaining new perspectives through techniques including questioning, reflection, reframing, externalising and scaling</p>	<p>These skills are also introduced in the introductory year and are developed and extended throughout the intermediate year.</p>

9. Tracking and working with behavioural processes and problematic communication patterns within the session	Participants are given a number of opportunities to role play their own or other participants' current family work. We often dvd record these sessions and learn through both the immediate experience and through analysis of the recording
10. Understanding and managing ethical issues relating to systemic practice with individual/s or families including consideration of the impact of their own personal and professional issues on the work and issues of power and difference	Self-reflexivity is part of every assignment and the reflective journal is particularly geared to this aspect of the course.
11. Providing progress reviews using formal measures and in session review	Students receive detailed feedback from every assignment and also have a personal tutorial during the year in which their progress is discussed.
12. Managing endings effectively including collaborative decision making about timing and reviewing of the work with the individual/s or family	This is addressed both theoretically and experientially.
4. Conducting a systemic assessment of presenting issues including identification of different perspectives, patterns of responses and meanings held in relation to the problem, the history of the presenting problem in relation to family relationships, family events, external contexts and wider social discourses	A requirement of the case study assignment. This is covered throughout the teaching and in specific plenary sessions.

## Annex D: Equality Impact Assessments of Courses and Units

### Introduction

As a widening participation institution, equality and diversity considerations are important in all aspects of our approach to teaching and learning. They are a theme within CRe8, embedded in our approach to teaching (in the minimum teaching expectations) and feature in staff induction and development. This annex sets out expectations in relation to the approval of courses and units and the need to undertake appropriate Equality Impact Assessments (EIA).

### Equality Impact Assessments

The following apply.

- All courses and all units should have an associated EIA (see forms below).
- EIAs may cover multiple courses but individual EIAs are required for each unit.
- EIAs will be undertaken as courses come forward for approval or review (there is no requirement to go back and undertake more detailed EIAs, in line with this policy, than was previously required).

### Further guidance

Guidance from the Equalities Challenge Unit (ECU) available at <http://www.ecu.ac.uk/publications/disability-legislation-practical-guidance-for-academic-staff-revised/>

Equality and Human Rights Commission: Guidance for providers of further and higher education  
[www.equalityhumanrights.com/advice-and-guidance/further-and-higher-educationproviders-guidance](http://www.equalityhumanrights.com/advice-and-guidance/further-and-higher-educationproviders-guidance)

Equality Challenge Unit (2010) Disability legislation: practical guidance for academic staff (revised)  
[www.ecu.ac.uk/publications/disability-legislation-practical-guidancefor-academic-staff-revised](http://www.ecu.ac.uk/publications/disability-legislation-practical-guidancefor-academic-staff-revised)

Higher Education Academy (2010) Inclusive Learning and Teaching in Higher Education  
[www.heacademy.ac.uk/resources/detail/inclusion/LTsummit\\_final\\_report](http://www.heacademy.ac.uk/resources/detail/inclusion/LTsummit_final_report)

Higher Education Academy and Equality Challenge Unit: Ethnicity, Gender and Degree Attainment  
[www.heacademy.ac.uk/resources/detail/inclusion/Ethnicity/ethnicity](http://www.heacademy.ac.uk/resources/detail/inclusion/Ethnicity/ethnicity)

Higher Education Academy and UK Council for International Student Affairs:  
Inclusive assessment in Higher Education a Resource for change available at  
<http://www1.plymouth.ac.uk/disability/Documents/Space%20toolkit.pdf>

JISC TechDis: Teaching Inclusively Using Technology  
[www.jisctechdis.ac.uk/pages/detail/online\\_resources/Teaching\\_Inclusively\\_Using\\_Technology](http://www.jisctechdis.ac.uk/pages/detail/online_resources/Teaching_Inclusively_Using_Technology)

Teachability project: Creating accessible information about courses or programmes of study for disabled students  
[www.teachability.strath.ac.uk/chapter\\_1/tableofcontents1.html](http://www.teachability.strath.ac.uk/chapter_1/tableofcontents1.html)

Teaching International Students Project [www.heacademy.ac.uk/teaching-international-students](http://www.heacademy.ac.uk/teaching-international-students)

<b>Course Equality Impact Assessment</b>		
<b>Course Title</b>	Intermediate Systemic Practice with Families and Couples	
<b>Question</b>	<b>Y/N</b>	<b>Anticipatory adjustments/actions</b>
1. Will the promotion of the course be open and inclusive in terms of language, images and location?	Y	
2. Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc. If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place.	N	
3. Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics <sup>1</sup> ? If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place	N	
4. If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	N/A	
5. Are the course learning outcomes and Graduate Impact Statements framed in a non-discriminatory way?	Y	
6. Does the course handbook make appropriate reference to the support of disabled students?	Y	

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<sup>1</sup> Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation.